DOCUMENT RESUME

ED 070 994 CG 007 701

TITLE	Strand III - Mental Health for Grades K-3. Special Edition for Evaluation and Discussion.
INSTITUTION	New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
PUB DATE	70
NOTE	24p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; Elementary Grades; *Elementary School Curriculum; Elementary School Teachers; *Family Life Education; Instructional Aids; *Instructional Materials; Kindergarten; *Mental Health; Personality Development; Primary Grades

ABSTRACT

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the commonality of experience which virtually each child brings into the classroom with him: his participation in a family unit. The contents of the guide are presented in outline form and cover the family, understanding the life cycle, and human growth and development. For each content area and its sub-divisions, fundamental concepts, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. It includes socialization patterns, value development, physical growth characteristics, and more sophisticated definition of concepts. Outcomes of this unit in mental health are stated in terms of the student's increased understanding and heightened appreciation of himself as a developing individual, of his role within his family, and of his relationships with those outside his family unit. (SES)

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CURRICULUM MATERIALS
FOR THE ELEMENTARY
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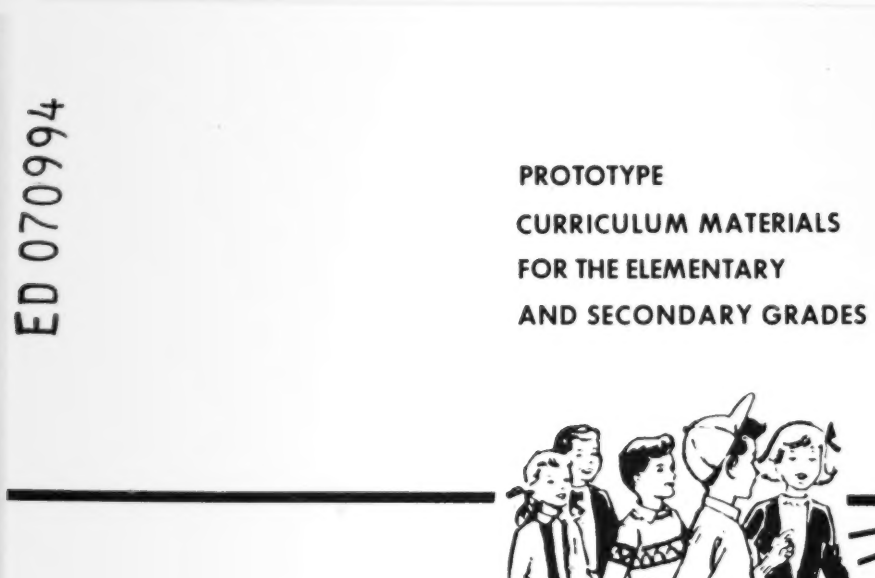

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STRAND III MENTAL HEALTH

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

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PROTOTYPE
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HEALTH CURRICULUM MATERIALS
Grades K-3

STRAND III, MENTAL HEALTH

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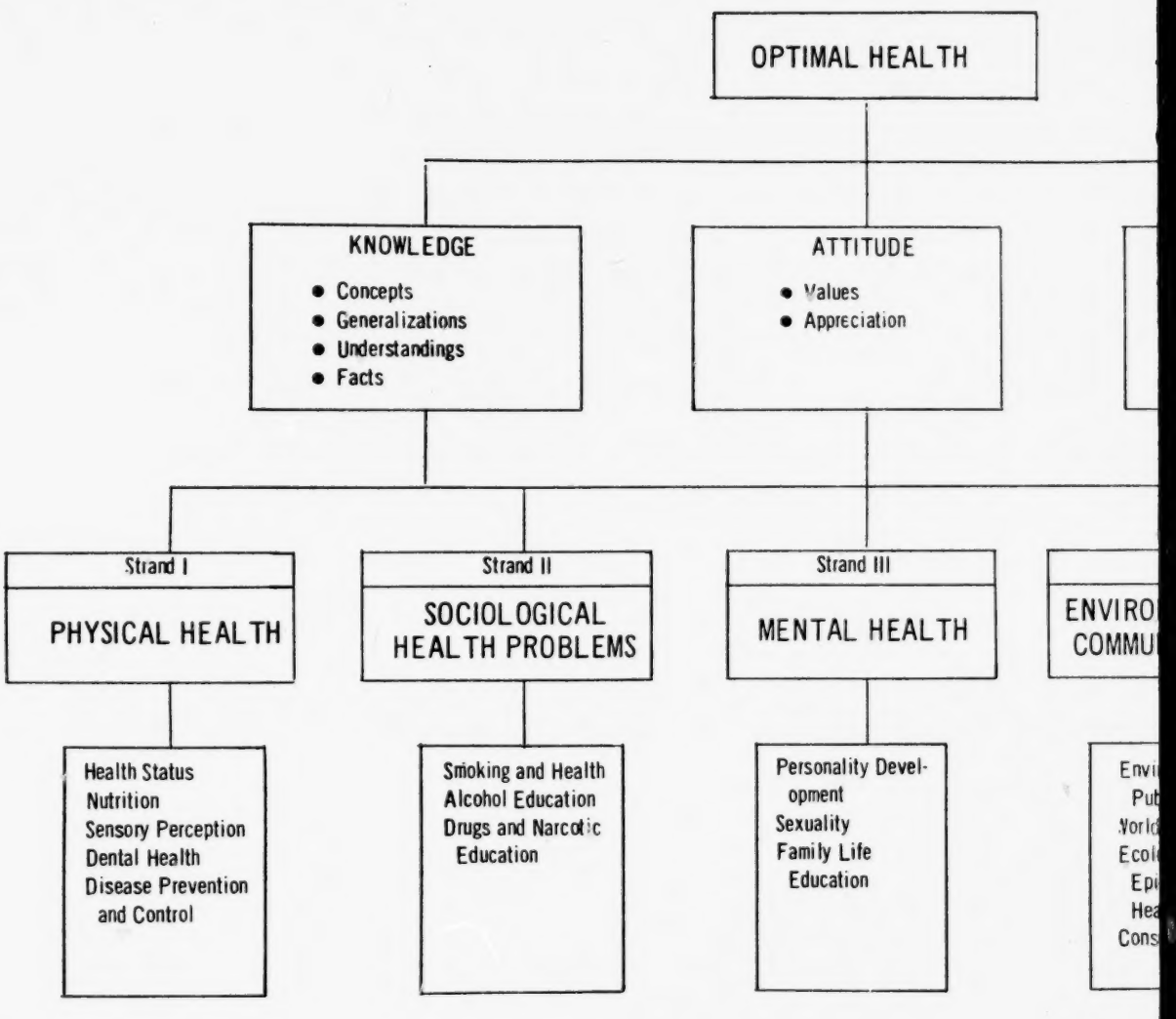
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Personality Development
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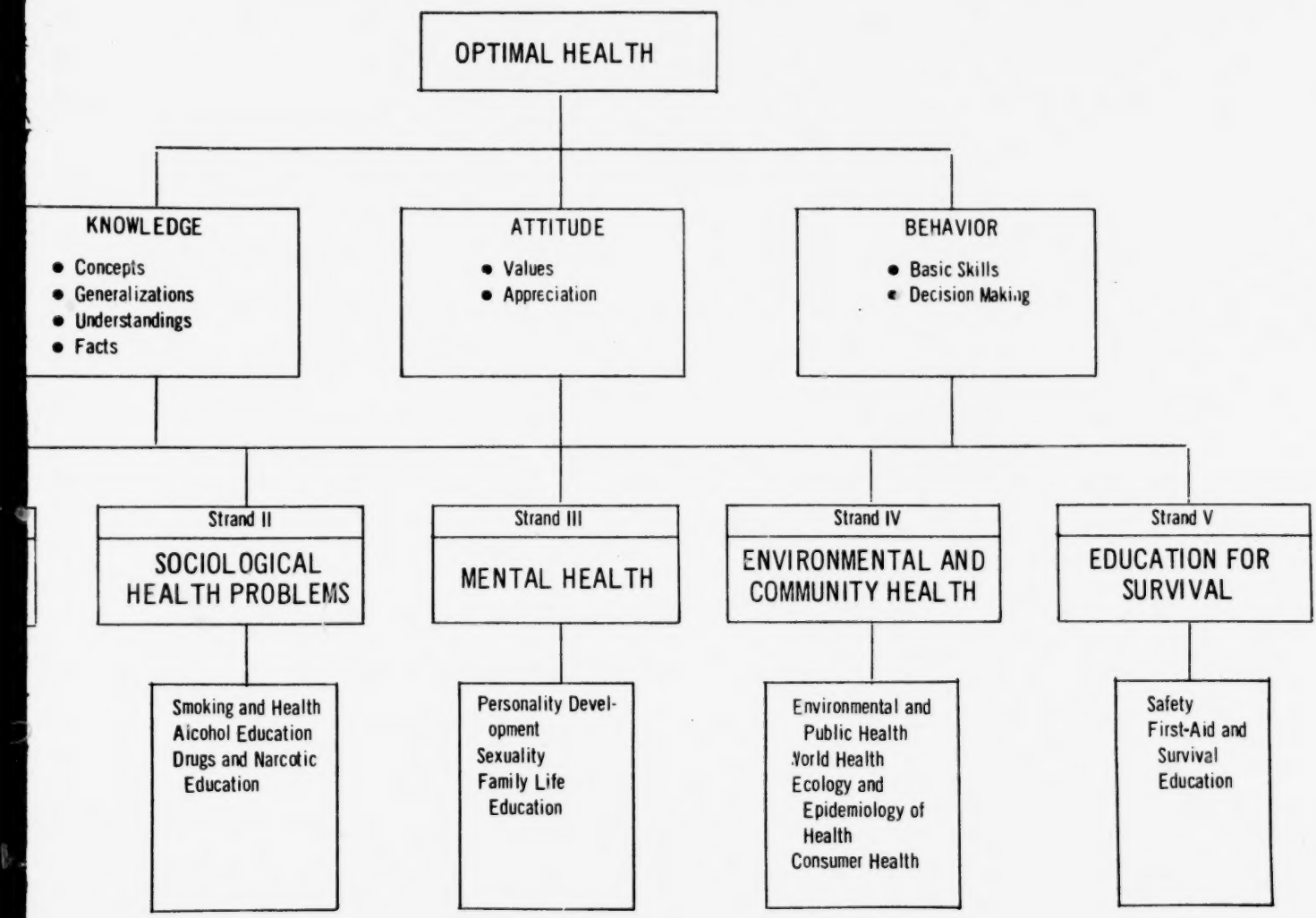
Family Life Education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STRAND III

MENTAL HEALTH

GRADES K-3

OVERVIEW

When children first enter the school setting, they reflect a variety of experiences, reactions, and behaviors. This diversity notwithstanding, virtually all of these children have participated in a family unit. It is this commonality of pupil experience that provides a rich opportunity for an exploration of the nature of the family, the differences and similarities between families, and the roles of individuals within the family unit.

As children become aware of their role in the family, it is important to emphasize the relationship between their own personal growth and development and an increasing sense of responsibility to self and others, both within and outside the family setting. In essence, Strand III primary materials should serve to enhance the socialization of the child.

MENTAL HEALTH

OUTCOMES

Grades K-3

Pupils in grades K-3 should:

Be encouraged to think and act in a rational manner, within their developmental potentials.

Perceive of themselves as persons of worth.

Understand that each person must develop respect for himself, as well as respect for others.

Appreciate each member of the family as an individual and as a contributing member of the family unit.

Be convinced that each member of a family should be interested in the well-being of every other member.

Increase their competence in developing and maintaining satisfactory interpersonal relationships.

Understand that learning and observing rules for living makes for a happier and healthier life for all.

Develop an appreciation of significant aspects of the continuous life cycle.

Develop a wholesome respect for all parts of the body and use correct terminology in referring to them.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
I. The Family		
A. The basic family	The family is a group of people related by birth or marriage.	Have children draw pictures of their families and tell about them. Help them to see that there are many different kinds of family groupings
B. Family similarities and differences	Animals, like humans, have families. There are similarities and differences in animal families.	Collect pictures of animal families and plan a bulletin board based on this theme.
	Each family is very much like all families in some ways, but different in other ways.	Discuss ways in which all families are alike. Have children make booklets of "My Family." Begin booklet with pictures of things common to all families.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The family is a group of people related by birth or marriage.	Have children draw pictures of their families and tell about them. Help them to see that there are many different kinds of family groupings.	Definitions of family: 1. biological unit - father and/or mother, one or more children 2. social unit - unit providing for transmission of the culture; provision of education and recreation 3. economic unit - support by same budget; provide for welfare of family 4. legal unit - as determined by law
Animals, like humans, have families. There are similarities and differences in animal families.	Collect pictures of animal families and plan a bulletin board based on this theme.	Animal families are formed to perpetuate the species by affording protection of the young. Differences result from differences in needs.
Each family is very much like all families in some ways, but different in other ways.	Discuss ways in which all families are alike. Have children make booklets of "My Family." Begin booklet with pictures of things common to all families.	Family similarities are based upon the family as a unit for meeting basic needs, both physical and emotional. Family differences are based upon the way these needs are met and upon the traditions of particular cultures.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING A AND LEARNING ACTIVIT
		Discuss family custo such as observances holidays, etc., how differ in various fa lies, and why they d
C. Functions of the family	Family life is an important part of each person's life.	
1. Transmits culture	Family living differs in our country and in other parts of the world.	Plan a celebration bo Include pictures and stories of various ho days, how they are ce brated, etc. Stress holidays differ in di ferent cultures. Lea songs and words in ot languages. (Counting ten is fun and easy i many languages - Fren Spanish, and even Chi

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Discuss family customs such as observances of holidays, etc., how they differ in various families, and why they differ.	Family customs in America have been influenced by ethnic groups, religious beliefs, and the cultural heritage of many societies. Families from different countries and even those from different parts of our own country have some ways of living that are quite different from those to which we are accustomed. There are many kinds of families - some with only one parent, some with both parents, some with step or foster parents, some including relatives, some with adopted members. What is of utmost importance is the love and security shown in a family.
Family life is an important part of each person's life.		
Family living differs in our country and in other parts of the world.	Plan a celebration book. Include pictures and stories of various holidays, how they are celebrated, etc. Stress that holidays differ in different cultures. Learn songs and words in other languages. (Counting to ten is fun and easy in many languages - French, Spanish, and even Chinese.)	Encourage children of different ethnic or religious or cultural backgrounds to describe their customs, holidays, language, etc.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMEN FOR
		Learn songs representative of other regions or cultures.	
2. Educates the young	Families teach children the difference between right and wrong. Rules are necessary and helpful.	Rules of behavior can be discussed with children in terms of why we need rules at all. Have children think about a home or school without rules. What would happen? Role play children at home without a parent or adult supervision. (Give simplified situations such as "You are hungry.") Have children talk about their feelings toward people who set up and enforce rules, such as: . teachers . principals . parents . policemen, etc. Write a story, "If I Were _____ " about someone in authority. Tell what rules for living you would set up. The film, Holiday From Rules (distributed by Henk Newenhouse), transports four children to an imaginary island where there are no rules.	During c many of of "righ from hea ing olde family. Values c 1. educ 2. deve atti 3. deve ment trai 4. soci 5. secu emot (inh righ

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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Families teach children the difference between right and wrong. Rules are necessary and helpful.	Rules of behavior can be discussed with children in terms of why we need rules at all. Have children think about a home or school without rules. What would happen? Role play children at home without a parent or adult supervision. (Give simplified situations such as "You are hungry.") Have children talk about their feelings toward people who set up and enforce rules, such as: . teachers . principals . parents . policemen, etc. Write a story, "If I Were _____," about someone in authority. Tell what rules for living you would set up. The film, Holiday From Rules (distributed by Henk Newenhouse), transports four children to an imaginary island where there are no rules.	During childhood, we get many of our basic ideas of "right" and "wrong" from hearing and observing older members of the family. Values of family life: 1. education of members 2. development of values, attitudes, judgment 3. development of temperament and personality traits 4. socialization 5. security - physical, emotional, legal (inheritance, property rights, etc.)

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Discuss the need for rules in school. Use a puppet to act as moderator of the discussion.
		What happens when two people want the same thing at the same time? Or when two people want to see different programs on TV at the same time? Or when two people share a room and one person is neat and the other is messy?
		Make a chart of classroom rules.
3. Provides food, clothing, and shelter		As an art activity, have children draw pictures of animal parents (robin, hen, cow, etc.) feeding, protecting, and teaching their young.
4. Provides identification for members	The health of each family member affects the well-being of all family members.	Discuss why this is so. Make a mural depicting ways families practice disease prevention.
5. Provides understanding and love	Love and security are found first within the family structure.	Have pupils write, tell, or draw ways in which parents show love for their children, protect them, and provide for them.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Discuss the need for rules in school. Use a puppet to act as moderator of the discussion.	Using a puppet minimizes the teacher's authority as an imposer of rules.
	What happens when two people want the same thing at the same time? Or when two people want to see different programs on TV at the same time? Or when two people share a room and one person is neat and the other is messy?	
	Make a chart of classroom rules.	State rules positively, rather than negatively, whenever possible.
	As an art activity, have children draw pictures of animal parents (robin, hen, cow, etc.) feeding, protecting, and teaching their young.	
The health of each family member affects the well-being of all family members.	Discuss why this is so. Make a mural depicting ways families practice disease prevention.	At this point it might be appropriate to explain the concept of adoption. The love for a child in the family should be stressed.
Love and security are found first within the family structure.	Have pupils write, tell, or draw ways in which parents show love for their children, protect them, and provide for them.	We do not always feel the same or think the same as others in the family, but each one's feelings and ideas are important.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
	We need to love other people and, in return, be loved by others.	Discuss ways in which family members show love for children. Can someone be angry or upset with you and still feel love? Relate this to feelings children have had toward pets who misbehave.	Angr ily love stru not are Stre norm stru and can
a. expression of love	Learning to love is one of the most important keys to a happy life.	Read "Love Is a Special Way of Feeling," by Joan Walsh Anglund.	
b. self-understanding	Before we can understand others, we must first understand ourselves.	Read "Happiness Is a Warm Puppy," by Charles M. Schulz. Make a "Happiness Is," bulletin board. Discuss similarities and differences in children's likes.	
c. understanding others		Role play a family situation, using puppets, to illustrate ways in which family members show they understand how other family members feel.	
6. Provides recreation and other activities		Collect pictures of families engaged in family activities. Discuss what children do with their families. Have them draw pictures showing how family members have fun together.	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
We need to love other people and, in return, be loved by others.	Discuss ways in which family members show love for children. Can someone be angry or upset with you and still feel love? Relate this to feelings children have had toward pets who misbehave.	Angry feelings toward family members do not negate love nor damage the family structure. Explain that not all family situations are happy all the time. Stress that quarrels are normal within any family structure and that love and respect for each other can still exist.
Learning to love is one of the most important keys to a happy life.	Read "Love Is a Special Way of Feeling," by Joan Walsh Anglund.	
Before we can understand others, we must first understand ourselves.	Read "Happiness Is a Warm Puppy," by Charles M. Schulz. Make a "Happiness Is," bulletin board. Discuss similarities and differences in children's likes.	
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OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEM F
		The class can make a list of two columns: Family Chores - Family Fun. List those things that they do together for fun and for each other. List inexpensive activities for family groups	
D. Roles of family members	Love and respect for each other is the key to successful family life.	Discuss different kinds of families (one parent, only child, adopted or foster child) and what makes a "house" a "home."	Family volve: 1. sha bi 2. sha (wo pl 3. sha 4. sha 5. sha
1. Father's role	Fathers are usually the ones who earn the money to provide shelter, food, and clothing for the family.	Projects: 1. Have the children draw pictures of, and tell stories of, the various members of the family.	Some of have a family or fath home.
2. Mother's role	Mothers care for us and provide for the family in many ways.	2. Role play, depicting various activities of family life: a. planning together b. working together c. playing together d. sharing 3. Have children make a scrapbook of various family activities.	Role-pl occur s a corne "dresse doll co This ma to disc and fat interch

UNDERSTANDINGS AND AMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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d respect for her is the key essful family	Discuss different kinds of families (one parent, only child, adopted or foster child) and what makes a "house" a "home."	Family relationships involve: 1. sharing of responsibilities 2. sharing of experiences (working together, playing together) 3. sharing feelings 4. sharing beliefs 5. sharing ideas
are usually the o earn the money ide shelter, food, thing for the	Projects: 1. Have the children draw pictures of, and tell stories of, the various members of the family.	Some of the children may have a member of the family such as a mother or father absent from the home.
care for us and for the family ways.	2. Role play, depicting various activities of family life: a. planning together b. working together c. playing together d. sharing	Role-playing will usually occur spontaneously where a corner of the room is "dressed up;" e.g., a doll corner.
	3. Have children make a scrapbook of various family activities.	This may be a good time to discuss how mother's and father's roles may be interchangeable.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLE
		Change the story of an "old standby" like Cinderella or Hansel and Gretel to have a good stepmother. Dramatize the changed version. Note how that changes the story. Discuss real-life situations where good stepparents are involved. Can a family be a family with a substitute parent? Stress the fact that love from understanding people is the essential ingredient in any family.	
3. Children's role	Children's roles and responsibilities include: . helping with self care . helping with the care of the home and belongings . helping with care of others - younger children, older people, and pets Children can do many things to help the family and to make parents proud of them. A new baby gives joy to family members who respond by loving and caring for him.	Have pupils suggest things children can do for older people. Let pupils suggest (by writing, drawing, or dramatizing) ways in which children show love for their parents and other family members. Have pupils draw pictures of things they do at home to help. Discuss how the child's work in school can be a contribution to the family's happiness and to his own self-development.	Other friends determi parent ly fro stitute (uncle helps fying Also, sponsi school include stitute for ex childr What i ance i securi A home childr cared

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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Children's roles and responsibilities include: . helping with self care . helping with the care of the home and belongings . helping with care of others - younger children, older people, and pets	Have pupils suggest things children can do for older people.	Other family members and friends influence role determinations. Where one parent is absent permanently from the home, a substitute of the same sex (uncle, "big brother") helps the child in identifying with his own sex. Also, the duties and responsibilities of the school social worker may include obtaining a substitute "father figure," for example, for those children without a father.
Children can do many things to help the family and to make parents proud of them.	Let pupils suggest (by writing, drawing, or dramatizing) ways in which children show love for their parents and other family members.	
A new baby gives joy to family members who respond by loving and caring for him.	Have pupils draw pictures of things they do at home to help. Discuss how the child's work in school can be a contribution to the family's happiness and to his own self-development.	What is of utmost importance is the love and security shown in that home. A home is a place where children are loved and cared for.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Children with grandparents might contribute to a discussion on how love for one's children never ceases - even when the children grow up and rear their own families.
II. Understanding the Life Cycle		
A. Male and female gender	Each person is born either male or female, but his role as a male or female is partly learned as he grows.	Have children cut out pictures from magazines of infants, babies, children, youths, and adults. Categorize and show progression from infancy to adulthood. Separate male and female pictures. Show how a girl baby grows into a woman and a boy baby grows into a man.
B. Meaning of reproduction	Children should be made aware that life can only come from life. (Nonliving things do not reproduce.)	"Plant" seeds and a stone to illustrate only living things grow.
	To reproduce means to create a new life of the same kind.	Use appropriate films, filmstrips. Coronet - Animal Babies Grow Up
	All babies - animal and human - grow from eggs.	Jam Hardy filmstrip - The New Baby

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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To reproduce means to create a new life of the same kind. All babies - animal and human - grow from eggs.	Use appropriate films, filmstrips. Coronet - Animal Babies Grow Up Jam Hardy filmstrip - The New Baby	Some schools may wish to add material on animal reproduction here. See New York State Elementary Science Curriculum for suggestions.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Humans can give birth only to human babies; dogs give birth to puppies, and cats, to kittens.	Coronet - Tad and Frog Coronet - Mother Hen's Family Henk Newenhouse - Human and Animal Beginnings	This material should be introduced at the level appropriate to the students' maturity. Children should learn the parts of the body, using the proper terms. They should know there is a reproductive system and the function of this system. See Elementary Science Curriculum Materials for further suggestions. While all children's questions should be answered, they should not be answered until they are asked, or at least until there is good evidence that the questions exist, even though not asked openly.
C. Preparing for the new baby			
1. Importance	New children join the family to share the love of its members.	Show an appropriate film. Discuss how a family prepares for a new baby. Suggested topics: . at home with the family . talking over some exciting news . getting ready for the new baby . grandmother comes to help . father takes mother to the hospital . the new baby is here	

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		. grandmother takes the children to the zoo . coming home . mother feeds the baby . baby's bath . a shopping trip . first birthday
2. Role of parents	Both a mother and father are necessary to create a new being.	Show appropriate film. Have pupils discuss with their parents topics relative to their own birth (i.e.,the hospital in which they were born, new baby furniture, room decoration, etc.) Plan to have a class discussion soon after.
	Other members of the family (or an outside helper) take over mother's responsibilities while she is in the hospital.	Discuss the child's role as an older brother or sister. Discuss ways the child can help while his mother is away and when she comes home.
D. Meeting the needs of the newborn		
1. Parents' role	The human infant must be fed, clothed, and sheltered by the parents for	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	. grandmother takes the children to the zoo . coming home . mother feeds the baby . baby's bath . a shopping trip . first birthday	
Both a mother and father are necessary to create a new being.	Show appropriate film. Have pupils discuss with their parents topics relative to their own birth (i.e.,the hospital in which they were born, new baby furniture, room decoration, etc.) Plan to have a class discussion soon after.	The teacher should capitalize upon children's natural interest in babies. Fears that a new baby will offer competition for the love and attention of the parents must be eased. If a child feels secure and understands his role as a member of his family, he will more easily accept and appreciate a new brother or sister.
Other members of the family (or an outside helper) take over mother's responsibilities while she is in the hospital.	Discuss the child's role as an older brother or sister. Discuss ways the child can help while his mother is away and when she comes home.	Point up the need for the mother to go to the hospital to have the baby. Stress that hospitals offer special care from special people such as doctors and nurses. Children may wish to reveal some of their feelings about being lonely while mother was away.
The human infant must be fed, clothed, and sheltered by the parents for		

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEM F
	a long period of time before he can care for himself.		
2. Child's role in caring for the new brother or sister	Each family member has a responsibility in preparing for the arrival of the newborn.	Have children discuss: 1. role of each family member in preparing for the arrival of the newborn 2. needs of the new baby and how the children help to care for him or her 3. names for the new baby 4. feelings about having a new baby	Explain phrase, or the A child toward family. will wa own fee tain ex are nor may wis term "j substit priate
III Human Growth and Development	All life begins, grows, changes, and eventually ends. Each individual is unique and different in some way from all other human beings.	Discuss the meaning of the term "autobiography." Have children write a short autobiography telling their name, age (birthday), family structure, favorite trip, hobbies. Pictures may be drawn to go with the story. Incorporate them into a booklet, "All About Me." (To this might be added children's own snapshots.) Stress importance of each child as a special and unique individual.	The chi 1. all in in 2. som cha can 3. thi cha acc The chi 1. to her pec 2. tha enc tur

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	a long period of time before he can care for himself.		
in he or	Each family member has a responsibility in preparing for the arrival of the newborn.	Have children discuss: 1. role of each family member in preparing for the arrival of the newborn 2. needs of the new baby and how the children help to care for him or her 3. names for the new baby 4. feelings about having a new baby	Explain the meaning of the phrase, "a helping hand," or the term, "helper." A child may feel jealousy toward a new baby in the family. Many youngsters will want to discuss their own feelings. To a certain extent, such feelings are normal. The teacher may wish not to use the term "jealousy," but to substitute a more appropriate term.
	All life begins, grows, changes, and eventually ends. Each individual is unique and different in some way from all other human beings.	Discuss the meaning of the term "autobiography." Have children write a short autobiography telling their name, age (birthday), family structure, favorite trip, hobbies. Pictures may be drawn to go with the story. Incorporate them into a booklet, "All About Me." (To this might be added children's own snapshots.) Stress importance of each child as a special and unique individual.	The children should learn: 1. all people are different in some ways and alike in others. 2. some things can be changed and others cannot. 3. things which cannot be changed must be accepted. The child should learn: 1. to be proud of his heritage and to respect and accept others. 2. that there are differences in body structure and build and

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A. Physical	Growth involves change. Everyone goes through many changes that are much the same. Although the changes are similar, the rate of growth varies from individual to individual.	Play a pantomime game where each child may act out something he can do now that he could not do as a baby (i.e., skating, rope jumping, washing dishes).
	Each part of the body is an essential part of the whole person and there is nothing shameful about any part.	Use charts and models to explain body systems and functions. (School nurse-teacher may act as a resource person.)
	Living things need food, water, and air to grow.	Use charts to illustrate how the body utilizes these elements.

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		that there are advantages as well as disadvantages to each type. 3. that we all have different abilities which we inherit. 4. that education makes him a different person.
Growth involves change. Everyone goes through many changes that are much the same. Although the changes are similar, the rate of growth varies from individual to individual.	Play a pantomime game where each child may act out something he can do now that he could not do as a baby (i.e., skating, rope jumping, washing dishes).	Growing up means different things to each child. In the early years, knowledge of one's body is learned through observation and function. Children learn that the body grows and changes because they see and feel the change in themselves and in those around them. Material in this section is closely related to Strand I of the curriculum materials on Health Status.
Each part of the body is an essential part of the whole person and there is nothing shameful about any part. Living things need food, water, and air to grow.	Use charts and models to explain body systems and functions. (School nurse-teacher may act as a resource person.) Use charts to illustrate how the body utilizes these elements.	Simple explanations of body systems and their functions will help children understand the totality, interrelationship, and interdependence of the body parts: 1. circulatory - carries nourishment to all parts of the body

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			2. respiratory - breathing in of air and breathing out of some wastes 3. digestive - consumption of food and its preparation for use by the body 4. excretory - removal of waste from body 5. skeletal - supports and protects the body 6. muscular - helps the body move 7. reproductive - means by which a baby is born 8. nervous - coordinates all systems of the body and keeps the individual aware of his environment Correct "baby terms" to proper terminology when dealing with excretory and reproductive systems.
		Review height and weight record of each child from previous year and compare with present size and development. Make cutouts illustrating body changes; compare size and shape of baby, child, adult.	Growth of individuals: 1. Physical a. Optimal growth is enhanced by proper nutrition, play, rest, exercise, and other good health habits. b. All children grow and develop in similar ways, but have

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B. Mental	Learning is a special kind of growing.	Discuss how learning helps us to be more useful, more understanding.
	Individuals learn in many ways and in many places such as school, home, and community.	Discuss how children can solve problems now that they couldn't when they entered school.
C. Social	Showing interest in and respect for others is a sign of social growth.	Show pictures and explain similarities and differences in physical appearance of various ethnic groups.
	Good sportsmanship: Acceptance of winning and of losing are signs of social growth.	Discuss the saying, "It isn't winning or losing that counts, but how you play the game." Ask for comments. What do we mean by good sportsmanship?

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		their own individual pattern. c. The ability to do certain skills increases during the maturation process.
Learning is a special kind of growing.	Discuss how learning helps us to be more useful, more understanding.	Children differ not only in their learned abilities, but in their inherent potentials to develop different abilities. How we use our abilities is most important. The child should learn that education helps him to understand himself and others, helps to prepare him for adult life, and helps him to understand the world around him.
Individuals learn in many ways and in many places such as school, home, and community.	Discuss how children can solve problems now that they couldn't when they entered school.	
Showing interest in and respect for others is a sign of social growth.	Show pictures and explain similarities and differences in physical appearance of various ethnic groups.	2. Social a. Children will grow to be like their parents in many ways and yet retain their own unique individuality.
Good sportsmanship: Acceptance of winning and of losing are signs of social growth.	Discuss the saying, "It isn't winning or losing that counts, but how you play the game." Ask for comments. What do we mean by good sportsmanship?	b. Socialization is one of the functions of the family (the setting of limits, sharing, cooperation, recognition of others).

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		Discuss feelings of dis- appointment and how to compensate. Role-play situations where a "los tells his feelings and what he did to feel bet
	Every person has the right to privacy.	Discuss: 1. the meaning of priva 2. reasons why people want privacy 3. ways in which chil- dren respect privacy of others 4. sharing the lavatory at kindergartens 5. privacy at home - healthful attitudes
D. Emotional	Learning about one's self will help the individual to under- stand others.	Birthdays can be used to stress the awareness of self as a person of wort The children may help plan a special treat for each birthday child.
	The child learns to experience the joy of self-fulfillment by making the best use of his abilities.	Dramatize situations whi show different feelings. Example: How did you feel when someone took your place on the slide? What did you do? Why?
	A child's personality is influenced by his relationships with others.	

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	Discuss feelings of disappointment and how to compensate. Role-play situations where a "loser" tells his feelings and what he did to feel better.	Social growth includes the recognition of individual differences, the need for consideration of others, discussion and compromise as a way of settling differences, the need for attention, the need for rules, and the setting of limits.
Every person has the right to privacy.	Discuss: 1. the meaning of privacy 2. reasons why people want privacy 3. ways in which children respect privacy of others 4. sharing the lavatory at kindergartens 5. privacy at home - healthful attitudes	
Learning about one's self will help the individual to understand others. The child learns to experience the joy of self-fulfillment by making the best use of his abilities. A child's personality is influenced by his relationships with others.	Birthdays can be used to stress the awareness of self as a person of worth. The children may help plan a special treat for each birthday child. Dramatize situations which show different feelings. Example: How did you feel when someone took your place on the slide? What did you do? Why?	3. Emotional a. The emotional atmosphere in which a child grows influences his behavior - lack of affection, security. b. Children tend to imitate their parents. c. Children learn an awareness of self (recognition of assets and limitations).

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		Ask the children to describe the behavior of a courageous person. Describe feelings when you can throw and catch the ball, skip rope, etc.; the feeling when you get your spelling right; the feeling when a parent is proud of you for something you have done. Appropriate film: Henk Newenhouse, How Do You Know You're Growing Up Have children talk about things they do easily; things hard for them to do. Why do they consider them hard or easy? How is it different for everyone? The children may want to write a few sentences on "What I Do Best." How can we learn from our failures? What can we do when we fail? Collect and draw pictures of children showing different emotions. Indicate feelings shown. What situations cause these	Basic needs of individuals: 1. love and affection 2. recognition 3. achievement 4. security 5. new experiences Most children of this age are eager to face new challenges (i.e., riding a bicycle without training wheels). The concept of "courage" may be introduced now. Children may have a distorted sense of "courage" and may confuse the concept with "foolhardiness." These abstractions can be dealt with quite realistically by using the children's own examples. The teacher should attempt to indicate that a person who is not afraid to accept a dare or try something new may be acting foolishly, rather than courageously. Development of wholesome relationships between child and adult: 1. mutual trust 2. understanding of authority, its use and function 3. ability to resolve conflict using problem-solving technique.

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		feelings? What do these feelings make us do? (Discuss that we all have feelings.) Read A Friend Is Someone Who Loves You, by Joan Walsh Anglund. The topic, "How to be a friend," may precipitate a discussion on sharing and how others feel about certain things. Discuss differences in children and how these differences contribute to and enrich friendship. Have class develop a list of requirements for being a friend or have children make booklets illustrating what they would like from a friend and what they can contribute to a friendship. Two suggested titles are "I Am a Friend Who ___," and "I Would Like a Friend Who ___." Discuss: How can you show someone that you want to be his friend?	Development of wholesome relationships between children: 1. recognition and appreciation of individual differences 2. choosing friends and being friends 3. learning to be concerned about others and their feelings The pupil should understand what it means to be "growing up." Growing up never ends - adjustment continues through each stage of life. The new things a child can do each year as a result of self control are: 1. Learn to wait his turn 2. recognize and respect rights and feelings of others 3. take new responsibilities a) at home b) at school 4. acquire more "freedom" to make choices (according to maturity level) 5. assume responsibility for younger sisters or brothers

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		Discuss times that children have felt "left out." List things that children believe are common feelings for all children (i.e., happiness, sadness, etc.).	